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ABSTRACT

Intended to be used by administrators, professional staff and community representatives, this set of criteria provides a systematic assessment of secondary Language Arts programs. Possible uses for information generated from these instruments are: (1) establishing program goals; (2) validation of exemplary programs or promising practices; (3) self-appraisal (building, district, community level); (4) planning inservice, staff development and training activities; and (5) disseminating information. This questionnaire probes for ratings in the areas of philosophy, staffing and professional development, administration, program, resources, and evaluation. (ARH)

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PROMISING PRACTICES

CRITERIA FOR EXCELLENCE

SECONDARY LANGUAGE ARTS

READING, WRITING, LISTENING, SPEAKING

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CRITERIA FOR EXCELLENCE

SECONDARY LANGUAGE ARTS

READING - WRITING - LISTENING - SPEAKING

This criteria have been developed to be used by administrators, professional staff and community representatives to assess secondary Language Arts programs. Possible uses for information generated from these instruments are:

Establishing program goals

Validation of exemplary programs or promising practices

Self-appraisal (building, district, community level)

Planning inservice, staff development and training activities

Disseminating information

Adopted by the State Board of Education, 1978
Revised 1987

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CRITERIA FOR EXCELLENCE

SECONDARY LANGUAGE ARTS

READING - WRITING - LISTENING - SPEAKING

For each statement circle the rating number that most accurately describes the current status of your school's program.

PHILOSOPHY/POLICY

1.	The school board has adopted a written philosophy for the language arts program, including the language processes of listening, speaking, reading and writing, and their integration.	1	2	3	4	5
2.	This philosophy has been developed through the cooperative efforts of teachers, administrators, local advisory groups and community members.	1	2	3	4	5
3.	This philosophy is the basis for planning, implementing and evaluating the school's language arts program.	1	2	3	4	5
4.	District policies exist which enable program staff to keep the community and the school board informed of the language arts program.	1	2	3	4	5
5.	Building plans exist for meeting short- and long-range goals of the program.	1	2	3	4	5

STAFFING AND PROFESSIONAL DEVELOPMENT

6.	The language arts coordinator or English Department chairperson has been given the authority, responsibility, and time to develop and coordinate the program.	1	2	3	4	5
7.	The coordinator/chairperson has completed three years of classroom teaching which emphasized the language arts.	1	2	3	4	5
8.	The coordinator/chairperson has completed a master's degree.	1	2	3	4	5

Rating Scale:
(1) not started (2) started/little progress (3) some progress (4) almost achieved (5) achieved

9. A program exists for using volunteers in the school. 1 2 3 4 5
   - Orientation is provided in building policies and procedures, physical plant, materials and operation of machines.
   - Volunteers who work directly with students have previous experience or training prior to serving in the program, including instructional techniques and rationale for tutoring, record keeping, skills development, and adolescent development.
   - An individual is designated as a volunteer coordinator.

10. An inservice plan exists for the language arts program which is based on assessed staff needs. It is jointly developed by subject area teachers, administrators and specialists. 1 2 3 4 5

ADMINISTRATION

11. The building administrator(s) demonstrate understanding and commitment to the language arts program by: 1 2 3 4 5
    - Providing leadership and resources.
    - Hiring qualified personnel.
    - Providing teacher inservices.
    - Presenting a strong case for budgetary support.

12. The building administrator(s) have a minimum of six semester hours in language arts. 1 2 3 4 5

PROGRAM

13. The language arts program is developmental based on a written scope and sequence, which is used in instruction and evaluation. 1 2 3 4 5

14. Teachers are actively involved in developing the language arts curriculum. 1 2 3 4 5

15. In planning instruction, teachers consider student characteristics, learning styles, skill levels, cultural background and experience. 1 2 3 4 5

Rating Scale:
(1) not started (2) started/little progress (3) some progress (4) almost achieved (5) achieved

16.	Components of the language arts program include: word analysis and study vocabulary development comprehension processes reading and writing in the content areas study strategies higher order thinking processes writing as a process spelling listening skills speaking information retrieval skills use of word processing equipment and other technology debate literature creative writing	1	2	3	4	5
17.	Teachers use a variety of teaching approaches and grouping techniques.	1	2	3	4	5
18.	All students are provided personalized instruction to enable them to reach maximum potential in language arts. • Accommodation is made for varying styles, rates and learning abilities. • There is an advanced placement program for identified gifted students. • Students with identified learning disabilities are provided with appropriate instruction. • Bilingual instruction is provided as determined by the goals of the community.	1	2	3	4	5
19.	Opportunities are provided in each subject area for development of oral and written language.	1	2	3	4	5
20.	Teachers promote reading for enjoyment as a lifetime activity.	1	2	3	4	5
21.	Teachers continuously inform students of their progress and assist students to plan personal goals and objectives.	1	2	3	4	5
22.	Evidence of individual student progress is maintained and used for program planning.	1	2	3	4	5

Rating Scale:
(1) not started (2) started/little progress (3) some progress (4) almost achieved (5) achieved

23. Information on the status of the language arts program is frequently disseminated to the local school board, parents and the community.	1	2	3	4	5

RESOURCES

24. There is a formal instructional materials selection process.	1	2	3	4	5
25. A resource materials center is easily accessible and is used as an integral part of the language arts program. The collection includes current educational materials and professional publications.	1	2	3	4	5
26. Instructional materials are regularly reviewed for equity.	1	2	3	4	5
27. Services of specialized personnel are available and are an integral part of the language arts program.	1	2	3	4	5

EVALUATION

28. A formal procedure exists for evaluating the effectiveness of the language arts program, which involves students, parents, teachers and administrators.	1	2	3	4	5
29. Evaluation results are used for program planning.	1	2	3	4	5
30. A specific procedure and time schedule exists for the review and revision of long range plans.	1	2	3	4	5

Rating Scale:
(1) not started (2) started/little progress (3) some progress (4) almost achieved (5) achieved

Language Arts Criteria Reviewers List

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Criteria for Excellence
Secondary Language Arts

Profile Sheet

Rating scale: Mark your rating for each numbered item on a scale of 1 to 5 or any point in between.

	Not Started	Started	Some Progress	Almost Achieved	Achieved
PHILOSOPHY AND POLICY	1	2	3	4	5
1 Written philosophy adopted					
2 Development through cooperation					
3 Basis for planning, implementing, and evaluation					
4 Program dissemination policy					
5 Short/long range goals					
STAFFING AND PROFESSIONAL DEVELOPMENT					
6 Language Arts Coordinator					
7 Three years of experience					
8 Masters' degree					
9 Volunteer program					
10 Inservice plan developed jointly					
ADMINISTRATION					
11 Commitment demonstrated					
12 Six hours in Language Arts					
PROGRAM					
13 Scope and sequence					
14 Teacher involvement in curriculum					
15 Instruction based on student characteristics					
16 Program components					
17 Teaching and grouping variety					
18 Accommodation for all students					
19 Oral and written language in all subjects					
20 Reading enjoyment promoted					
21 Students informed of progress					
22 Student progress maintenance and planning					
23 Community informed					
RESOURCES					
24 Materials selection process					
25 Resource materials center					
26 Materials reviewed for equity					
27 Specialized personnel					
EVALUATION					
28 Procedure for evaluation					
29 Results used for planning					
30 Review of long range plans					